MOTIVATING ESL STUDENTS IN ONLINE TEACHING

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Abstract

This research paper will focus on outlining the importance of motivation in teaching students in the online classes. There are several factors or challenges involved in the second language acquisition especially when the classes are online. The learning in a virtual environment is dependent on how motivated a person is to keep the learning process going. It also depends on the learning process and not solely on the intelligence of the learner for effective learning and retaining of the information. This research paper will focus on how people with different motivational levels and learning styles can differ in acquiring language skills in online classes. It will also analyze the factors that play a major role in influencing motivation in online classes.

COVID-19 has brought unprecedented times in education. In these unprecedented times, educators have struggled hard to adapt their educational offerings into new arrangements and spaces. This task of teaching language becomes more challenging when the classes are online and there is no personal touch with the students. The main aim of this research paper is to find ways to keep students motivated in the online classes. The paper includes three stages: The first stage aims to provide the theoretical background of motivation and its role in second language acquisition. The second stage focuses on the challenges faced by teachers teaching online. Lastly, the third stage aims to provide strategies to keep students engaged and involved in online classes, including apps and activities that can make online classes more interactive and engaging.

Procedure

The methodology of the research paper is mainly reading, studying, and researching on the topic which is related to the topic. Also, it will provide strategies to keep the language learners motivated in the online classes.

Dedication

I dedicate this thesis to my family who has encouraged and supported me throughout my graduate studies.

Acknowledgments

I would like to thank Dr. Michelle Plaisance for giving international teachers the opportunity to grow professionally and enrich their exchange experience with the TESOL master's degree program. Also, I would like to thank Professor Paula Wilder for her dedication, patience and support throughout my thesis writing process.

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Chapter 1: Introduction

In the time of globalization, language is an important tool to facilitate communication with the members of different communities in various fields. Due to an increase in global communication, a global language has become a necessity. English is the language that has become the lingua franca in many parts of the world. It has become a universally accepted language for communicating across countries. According to Knapp (2015), in many if not in most cases, it is the English language that is the first and most successful choice for international communication and plays a prominent role as an international auxiliary language. English is taught as a second language in many countries because English has been recognized as a language for official and business communication with high penetration across all social strata and because it is widely used.

Since English has now become the lingua franca, it is also officially used for communication and to build global relationships in international businesses. According to Mauranen (2011), English has become the lingua franca of academia, along with a vast number of other domains of communication, including fields like business, accounting, science, education, politics, entertainment, and so on. English has become acceptable in many countries as their official language. Cantor and Northup (2015) have identified the growth of the world wide web as the most important factor in spreading English and people are taking active roles in their own education, eagerly embracing English in the hope that it will allow them to communicate more freely with the international community.

Although English is now the lingua franca, all languages are vital tools of communication. Language helps in communicating our thoughts, ideas, and feelings. It is one of the distinct

features which differentiate humans from other species. Without language, humans would have to use signs and signals to communicate. Every country, community, or region has its own language which distinguishes them from each other. Additionally, language helps in building unique cultures which are different from one another. Language can be used to express one's feelings, share information or for giving directions. It is one of the important tools of communication that conveys the values and traditions of a community. Language is one of the fascinating aspects of human development. Infants express their hunger when they cry, and a three-month old baby babbles or does cooing to communicate. As they grow to an adult, they acquire the language.

Children learn their first language from their parents, and surroundings and it is known as their mother tongue. A language learned once the mother tongue or the first language is established is known as a second language. Learning a second language is a long and complex process. There are several factors involved in second language acquisition and it takes time to acquire a language and achieve proficiency in it. According to Ellis (2008), second language acquisition is neither a uniform nor predictable process. There is no fixed pattern for how learners acquire a second language as different learners learn a L2 in different ways depending on different situations and variables. Various factors and variables affect language learning like age, motivation, intelligence, culture, exposure to various stimuli and immersion into L2, especially if you live in the country where the L2 plays an important role (Ellis, 2008). Since English is the lingua franca and, therefore, an important L2, this project focuses on helping students to acquire English with strategies that teachers can use in their virtual classrooms.

Few scholars differentiate between language learning and language acquisition. Language acquisition happens on its own by observing the native speakers of that language and does not

need any formal training whereas language learning needs formal training or instruction in a formal way in the classroom (cite). A second language is also known as a target language and can be introduced through formal training or by creating contact with native speakers of the target language (cite). Ellis (2008) noted that second language (L2) learners' characteristics vary in relation to personality, motivation, learning style, aptitude, and age. In the classroom, English teachers can connect with their students in these areas to help learners acquire the L2.

However, language teaching becomes more challenging in a virtual environment when teachers do not have direct contact with their students. With the COVID-19 pandemic, education has transitioned from in-person classroom and campus experiences to virtual ones. Since language learning is already a challenge, in the virtual environment, online learning can lose appeal for students who prefer traditional classroom experience to the virtual classroom. Students do not feel connected if there is no interaction with their teachers and peers. Additionally, the diminished level of social interaction can make students feel isolated and demotivates them to learn (cite). But if designed well, Virtual Learning Environments (VLE) can enrich teaching patterns, teaching content, and help in improving learners' abilities in analysis, building a high level of curiosity, and keeping them motivated to learn. Abbasi (2011) mentioned that language teaching is overwhelmed with countless techniques and methods available to teachers in ESL classrooms. Language reflects life, and perhaps teaching language should, therefore, be as varied as living and include as many ways as possible even in the virtual classroom.

This thesis project's main aim is to share with ESL educators the role of motivation in language acquisition and present a workshop to demonstrate how teachers can enrich their instruction, enhance students' learning, and keep students motivated in a virtual environment. This

workshop will describe tools for keeping students motivated while teaching a second language in a virtual environment.

Motivation is an important factor in the process of learning a language. One needs to be positively encouraged and passionate to learn a language. Additionally, to be successful in the second language learning process and become proficient in a language one must be dedicated and motivated. It is vital for teachers to understand the kinds of motivation and the driving force behind the language learning goals of each student in the class. It is important to know if the student's purpose in learning the language is for some external rewards or to achieve inner goals. Teachers need to create an effective learning environment so that students remain highly motivated in the class. Thus, this workshop will address the challenges that educators are facing with virtual classes and will also provide some strategies and techniques that can be implemented to keep students motivated in the virtual environment, based on the research that is presented in Chapter 2.

Chapter 2: Literature Review

The research presented in this chapter will clarify what scholars mean by the term motivation and its importance in second language acquisition. This chapter will also discuss types of motivation, the role of motivation in language teaching, and the challenges involved in teaching online classes. The purpose of this research project is to adequately answer the following research questions: What are the factors that influence student's motivation in their language learning, what do teachers perceive as the factors that affect student's motivation, what strategies can teachers use to motivate their ESL students and keep them engaged in the online classes?

Motivation

The word motivation derives from the Latin verb *movere* meaning to move. What moves a person to make certain choices, to engage in action, to expend effort and persist in action – such basic questions lie at the heart of motivation theory and research (Ushioda & Dörnyei, 2011). Motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning (Al Othman & Shuqair, 2013). Motivation shows a person's willingness to do something or to give reasons for not doing it, and it measures the willingness to do a particular task. Motivation can be defined as those forces within an individual that push or propel a person to satisfy basic needs or wants (Yorks 1976 as cited in Pardee et al., 1990)

According to Oxford and Shearin (1994), motivation is crucial to second or subsequent language learning. If the motivation is not present, then learning will not occur (Oxford & Shearin,

1994). Al Othman and Shuqair (2013) mentioned that motivated learners are enthusiastic, eager to work hard, will concentrate on the tasks given, do not require constant encouragement, willingly confront challenges, and can even motivate others, facilitating collaborative learning. Thus, motivation is an important factor in achieving success or failure in the process of language learning. In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out (Dörnyei & Ottó, 1998). Thus, motivation is an important factor in achieving success or failure in the process of language learning. It is common that three qualities are included in most definitions of motivation: (1) it is a presumed internal force, (2) that energizes for action, and (3) determines the direction of action (Russell 1971, p. 5).

Motivation as One of the Important Factors in Second Language Acquisition

Ur (2005) suggested that classrooms that encourage good speaking skills are the ones where learners talk more, participation is even, and motivation is high. The challenge in a language classroom is that every individual is different, unique, and born with different inherent capabilities. The success or failure in language learning depends, for the majority, on an individual's capabilities and inherent qualities, and there are several factors that can influence the second language learning process. According to Sun (2019), these factors can be internal factors like age, attitude, personality, motivation, and first language proficiency.

Dornyei (1997) stressed that motivation is one of the vital factors involved in learning a second language, and it is considered one of the main factors in achieving success in L2 learning.

According to Lightbown and Spada (2013), motivation is mainly dependent on three factors: communicative needs of an individual, their attitude towards the community and people who speak that language. (Dornyei, 2001 as cited in Lightbown & Spada, 2013) developed a process-oriented model of motivation that consists of three phases. The first phase, choice motivation refers to getting started and to setting goals. The second phase, executive motivation, is about carrying out the necessary tasks to maintain motivation, and the third phase, motivation retrospection, refers to student's appraisal of and reaction to their performance (Dornyei, 2001 as cited in Lightbown & Spada, 2013)

Dornyei (1997) mentioned that motivation is a main reason for success or failure in second language acquisition. Motivation is an important factor in the process of learning a language. One needs to be positively encouraged and passionate to learn a language, and to be truly successful in the second language learning process one must be dedicated and motivated for a long period of time.

Gardner (1985), another early advocate in this discipline, described L2 motivations as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 63); in particular, motivation is believed to include three elements: attitude towards language learning, willingness to learn the language, and level of motivation. According to Alizadeh (2016), Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning (Alizadeh, M. 2016).

Kinds of Motivation

There are often several reasons forming the rationale for why a person wants to learn a language. Deci and Ryan (1985) proposed two types of motivation: extrinsic and intrinsic motivation. According to (Lakhani & Wolf, 2005), the two components of motivation are intrinsic and extrinsic. Extrinsic motivation is when something is done to achieve some outcome like some external rewards; for example, if one exercises to lose weight or studies to get a job, then this would be an activity that has an external reward. Deci and Ryan (1985) stated that intrinsic motivation is evident when student's natural curiosity and interest energize their learning. Intrinsic motivation helps individuals to achieve inner goals and satisfaction and it is done to get a feel-good factor and achieve personal goals in life. (Lawler, 1969), stated that intrinsic motivation is the growth and development, esteem and competence we receive from successfully completing a task. According to Edward Deci (1975), intrinsic motivation is the one for which there is no apparent reward except the activity itself.

According to (Brown, 2007), extrinsic motivation is the performing task with the purpose of gaining external tangible rewards such as money. Extrinsic motivation is achieved through an external reward system. Brophys (1987) believed that motivation to learn is an ability acquired through general experience, but inspired most directly through modeling, communication of expectations, direct instruction from others, and socializing and interaction with others, especially parents and teachers. When parents and teachers keep appreciating students' good work and encourage them to do even better, students remain highly motivated and enthusiastic. Paige (2001) highlighted that parents are one of the most powerful advocates in students' language

learning. According to Alizadeh (2016), extrinsically motivated behaviors are done in anticipation of a reward from outside and beyond the self. Thus, motivation is something that draws you towards something. Individuals all have their own different motivational factors and styles. One can achieve success in anything that one finds interesting, challenging, and motivated to learn and acquire. We can also motivate others by instilling positivity and motivational spirit in others.

Many of the current theories related to second language motivation also come from the early work of Gardner and Lambert (1972) who coined the terms instrumental motivation and integrative motivation. According to Gardner and Lambert (1959 as cited in Pourhosein et al., 2012), integrative motivation refers to language learning for personal growth and cultural enrichment which means that instrumental motivation is when language is learned to fulfill immediate goals like getting a job and integrative motivation is when language is learned to achieve personal growth and cultural enrichment through contact with speakers of the other language. Good and Brophy (1994 as cited in Alizadeh et al., 2016) stated that motivation cannot be developed in a difficult classroom, and teachers should create an effective learning environment for their learners. Thus, it is very important for a teacher to know about the kinds of motivation that affect students and the level of motivation their students have in order to understand their thought process, their inclination towards the subject, and areas of improvement.

Theories of Motivation

Oxford and Shearin (1994) have examined a number of motivational theories and identified six variables that influence motivation in language learning (Al-Bustan & Al-Bustan, 2009 as cited in Al Othman & Shuqair, 2013):

· Attitudes (i.e. sentiments towards the target language),

· Beliefs about self (i.e. expectations about one's attitudes to succeed, self-efficiency, and anxiety),

· Goals (perceived clarity and relevance of learning goals as reasons for learning),

· Involvement (i.e. extent to which the learner actively and consciously participates in the learning process),

· Environmental support (i.e. extent of teacher and peer support), and

· Personnel attributes (i.e. aptitude, and language learning experience).

Gardner's motivation theory: Socio-educational theory.

Another extrinsically based theory is the socio-educational theory of motivation proposed by Gardner originally in (1979) and then revised (1985), which integrated various variables, such as cognitive and affective variables to provide a comprehensive interpretation of language learning. This model presented four elements that must be present for a student to be considered motivated: a goal, desire to achieve the goal, positive attitude, and effort. Gardner (1985) referred to these as affective variables, which differ from cognitive aspects like intelligence, aptitude, and related variables. Gardner (1985) also presented four variables for acquiring a

language: social milieu, individual differences, settings, and outcomes. Gardner (1985) also presented four variables for acquiring a language: social milieu, individual differences, settings, and outcomes. Gardner (1985) further mentioned four sub-variables involved under individual differences which are intelligence, aptitude, motivation and anxiety. Each one of these sub-variables has an important role in language acquisition. Gardner (1985) modified the model by introducing the concept of integrative motive and individual differences variables, to explain why people learn different languages.

Drzymala (2015) stated that every individual is different, which means their motivations will also be unique to their personality. Since every individual is motivated in a slightly different fashion, lessons made by teachers need to be differentiated with various strategies to motivate different learners (Drzymala, 2015*)*.

Expectancy value theory of motivation.

The Expectancy-Value Theory of achievement motivation describes a complex interplay of aptitudes, beliefs, previous experiences, goals, self-schema, interest, expectancy, and perceived/subjective assessment of the utility vs. cost of a particular task or domain (Wigfield & Eccles, 2000). One prominent model, expectancy value theory (Anmarkrud & Bråten, 2009; Eccles et al., 1983; Wigfield & Eccles, 2000), suggested that a learner's motivation and achievement behaviors come from two sets of beliefs: the individual's expectations for successfully accomplishing an academic task (self-efficacy) and the importance or value the individual attaches to the academic task (task value). This means that self-efficacy and task value are two factors that determine students' achievement and success in any task.

Maslow's hierarchy of needs.

Maslow (1954 as cited in Pardee et al., 1990) stated that people are motivated by unmet needs which are in a hierarchical order that prevents us from being motivated by a need area unless all lower-level needs have been met. Maslow's hierarchy needs are divided in five categories (from lowest to highest) (1) Physiological needs; (2) Safety needs; (3) Love needs; (4) Esteem needs; (5) Self-actualization needs. According to Maslow (1954 as cited in Ray et al., 1992), the basic physiological needs must be met before learning or motivation to learn will take place. These basic needs are usually for food, water, air, rest and activity. Wlodkowaski (1984 as cited in Ray et al., 1992) mentioned that these needs are why properly timed recess breaks, adequate provision for bathroom needs, and the availability of a water fountain can make or break the student's motivation and learning capabilities. Ray (1992) also stated that safety needs to deal with the basic security of an individual where students prefer a consistent and orderly learning environment. Pardee (1990) explained social needs as giving and receiving of love, friendship, affection, belonging, association and acceptance. Pardee (1990) further described status, recognition, appreciation, and prestige as Ego needs. Ray (1992) expressed the need of self-actualization as a growth need, and students should be encouraged to continue to grow and learn more in order to have a sense of fulfillment.

Herzberg's theory of motivation.

Herzberg (1959 as cited in Pardee et al., 1990), stated that satisfaction and dissatisfaction are not on the same continuum and are therefore not opposites. Herzberg (1959) further stated that

the motivational factors can cause satisfaction or no satisfaction while the hygiene factors cause dissatisfaction when absent and no dissatisfaction when present, both having magnitudes of strength. Pardee (1990) further explained Herzberg theory was product of two separate factors: motivating factors (satisfiers) and hygiene factors (dissatisfiers).

Challenges Involved in Teaching Language in Online Classes

It can be challenging to keep students motivated or to ascertain whether they are self-motivated, especially in online classrooms as there is no face-to-face contact with the students. More accurate knowledge of the preferences and levels of motivation of language learners can have a positive impact on the practice of helping language learners acquire proficiency in English as a second language learning (Al Othman & Shuqair, 2013). Students need motivation, encouragement, and to hear about the good work they are doing. Educators do not have to limit themselves to specific teaching and learning strategies in order to understand students' level of motivation. Teachers can make a positive contribution to student's motivation to learn if classrooms are the places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging and yet manageable and clear, and the atmosphere is supportive (Lightbown & Spada, 2013. p. 88). The challenge for the teachers is to connect with the students and keep them motivated when they are separated by a computer screen. According to Kebritchi et al., 2017, learners' issues include expectations, readiness, identity, and participation in online courses whereas instructors' issues include changing faculty roles, transitioning from face to face to online, time management and teaching style. Thus, resources and strategies are needed for the instructors to cope with these barriers and provide an unparalleled learning experience for the students attending online classes.

Chapter 3- Project Design

In this chapter, I intend to explain the importance of motivation in online teaching and the rationale of creating a workshop for teachers who struggle in keeping their students motivated in an online classroom. This workshop will assist teachers to find ways to deliver their lesson plans which are interactive and create an effective learning environment so that students are highly motivated in the online class.

Motivation is one of the important aspects of second language acquisition. Motivation is a desire for learning new things in life. Motivation is an important key factor in a student's learning and directs behavior towards certain goals. It keeps the student focused and energized to learn more. Motivation is an internal impulse that forces us to complete an action. Students who are highly motivated show great performance and deliver great results. They are consistent in their work and actively participate in all the activities at school. Thus, it is very important to keep students motivated through different techniques and words of positivity and encouragement.

Motivation also depends on teacher-student interaction. One needs to create an effective learning environment so that one keeps the students highly motivated in the class. Teachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy attending because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive (Lightbown & Spada, 2013). The importance of a teacher in language learning classrooms cannot be neglected. When students perceive they have a high level of ability and/or skill at an activity, they are more likely to experience high expectancy (Bandura, 1997; Wigfield & Eccles, 2002). Teachers need to keep their students motivated by creating a friendly environment in the

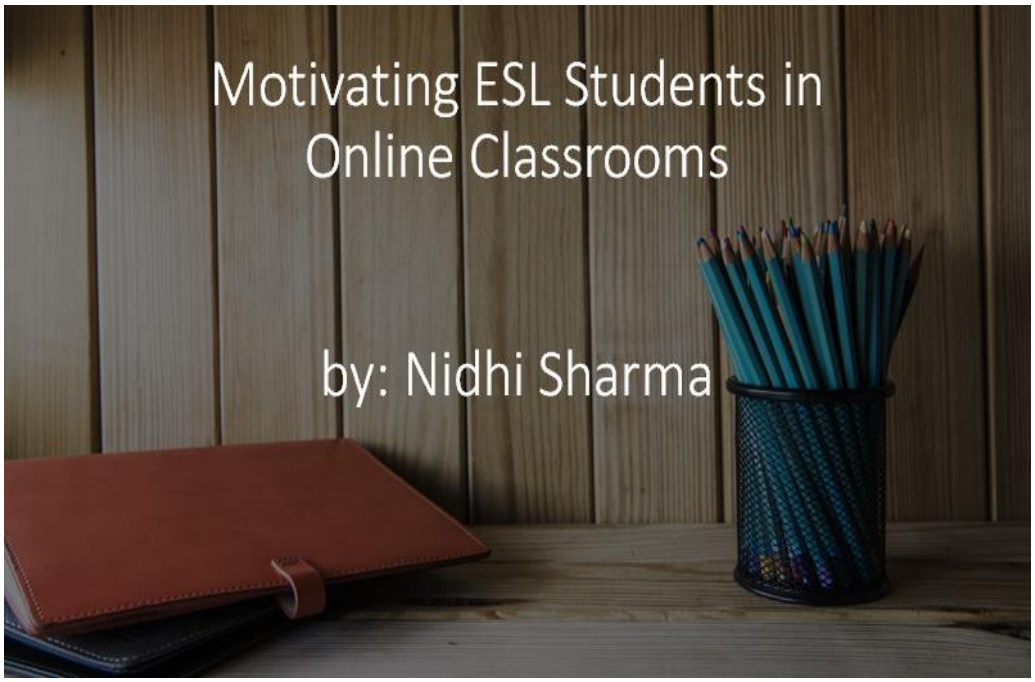
classroom. They should create a safe and comfortable environment for the students to keep them positive and encourage them in different ways. There should be an environment of healthy competition among the students. All the students must be valued, rewarded, and recognized. There should not be anyone who is left behind. A classroom with low anxiety and negativity has a great impact on the growth of the students. All the students should feel happy to attend the class. Teaching through fun activities, through role plays, creativity and audio-visual aids helps in motivating students and better learning process. They also need to provide enough resources to the students so that they can complete the assigned task effectively. When students are appropriately supported in completing an activity (e.g., through encouragement and having the resources necessary to complete the task), they are more likely to experience high expectancy (Bandura, 1997). Motivation fluctuates, so it becomes very challenging for an instructor to keep all the students with different inherent qualities and cultural background motivated all the time. Teachers cannot teach until they understand the effect of motivation on a student's language learning process. Thus, the teacher needs to build various strategies to keep the students motivated.

COVID-19 has brought unprecedented times in education. With this pandemic, education has transitioned from in-person classroom and campus experiences to virtual ones. In these unprecedented times, educators have struggled hard to adapt their educational offerings into new formats and spaces. Since language learning is already a challenge, in the virtual environment, online learning can lose appeal for students who prefer traditional classroom experiences than virtual classrooms. Fostering student motivation is a difficult but necessary aspect of online teaching. Sometimes we have class with students who are motivated, engaged, and excited to learn, but sometimes we have students who are disinterested, distracted, and not willing to learn.

The aim of the workshop is to provide ways for the teachers to keep students motivated in the online classes. When students engage in activities that are varied and novel, they are more likely to experience high value (Hidi & Renninger, 2006). This workshop will offer some of the activities that can help to keep students motivated and engaged in online learning. It will also provide some strategies for motivating students. Thus, the workshop aims to provide some practical solutions for understanding and enhancing student motivation.

Chapter 4: Final Project

Motivating Students in Online Classrooms



With the COVID-19 pandemic, education has transitioned from in-person classroom and campus experiences to virtual ones. Since language learning is already a challenge, in the virtual environment, online learning can lose appeal for students who prefer a traditional classroom

experience than an online classroom. Students do not feel connected if there is no personal touch with their teachers and peers. Thus, the purpose of this workshop is to understand the role of motivation in second language acquisition and provide strategies to motivate students in online classrooms. This workshop will discuss the following:

a. the role of motivation in second language acquisition,
b. the challenges involved in teaching online classes,
c. how the pandemic has changed teachers' teaching style,
d. motivational theories,
e. strategies to keep students engaged and involved in online classes,
f. applications that can be helpful in making online classes more interactive and engaging, and
g. activities to keep students engaged in online classes.

The delivery of the workshop content and activities is supported by a PowerPoint presentation. The workshop includes three stages: The first stage aims to provide the theoretical background of motivation and its role in second language acquisition. The second stage focuses on the challenges faced by teachers teaching online. Lastly, the third stage aims to provide strategies to keep students engaged and involved in online classes, including apps and activities that can make online classes more interactive and engaging.

First Stage: What is Motivation? This stage begins with a definition of motivation. First, I ask the participants about what they think motivation is and how important it is in second language acquisition. Then, I define the term motivation and provide examples of various definitions given by different authors and researchers.

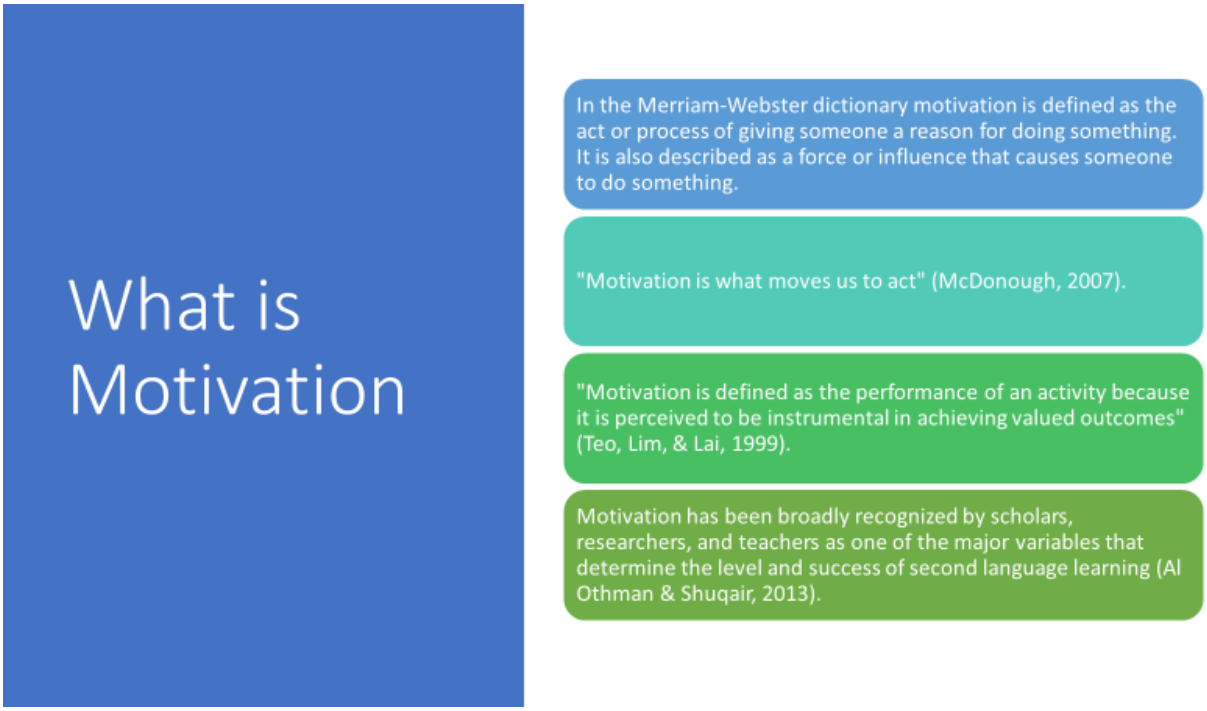

What is Motivation
In the Merriam-Webster dictionary motivation is defined as the act or process of giving someone a reason for doing something. It is also described as a force or influence that causes someone to do something.
"Motivation is what moves us to act" (McDonough, 2007).
"Motivation is defined as the performance of an activity because it is perceived to be instrumental in achieving valued outcomes" (Teo, Lim, & Lai, 1999).
Motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning (Al Othman & Shuqair, 2013).

Figure 4.1: What is Motivation?

Next, the focus is placed on kinds of motivation: intrinsic motivation and extrinsic motivation. First, I define both the terms and explain what each of the terms mean with examples.

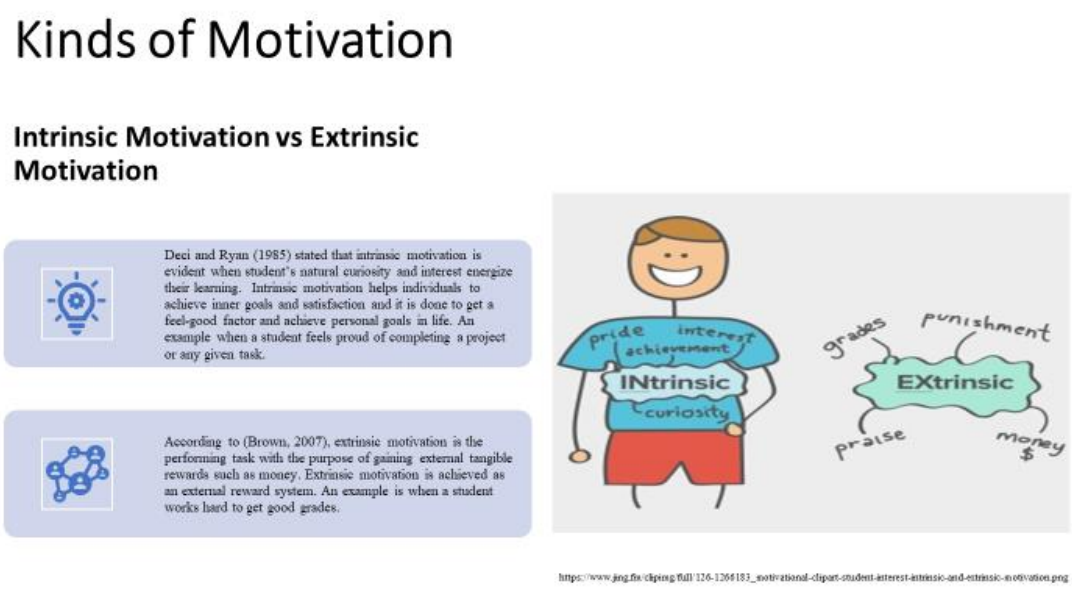

Kinds of Motivation
Intrinsic Motivation vs Extrinsic Motivation
Deci and Ryan (1985) stated that intrinsic motivation is evident when student's natural curiosity and interest energize their learning. Intrinsic motivation helps individuals to achieve inner goals and satisfaction and it is done to get a feel-good factor and achieve personal goals in life. An example when a student feels proud of completing a project or any given task.
According to (Brown, 2007), extrinsic motivation is the performing task with the purpose of gaining external tangible rewards such as money. Extrinsic motivation is achieved as an external reward system. An example is when a student works hard to get good grades.
pride
interest
achievement
INtrinsic
curiosity
grades
punishment
EXtrinsic
praise
money
$

Figure 4.2: Kinds of Motivation

At this point, I explain the kinds of motivation to the participants and how these can impact the individuals in language learning. Both the terms are explained with some examples and visuals as in (Figure 4.2. See also Appendix A, Slide # 3). Further, some of the theories of motivation are discussed. Below are the theories that are explained to the participants.

Motivation Theories:

i. Gardner and Lambert (1972) theory of motivation

ii. Maslow's Motivation Theory

iii. Herzberg's Motivation Theory or The Two-factor Theory

iv. Vroom's Expectancy Theory

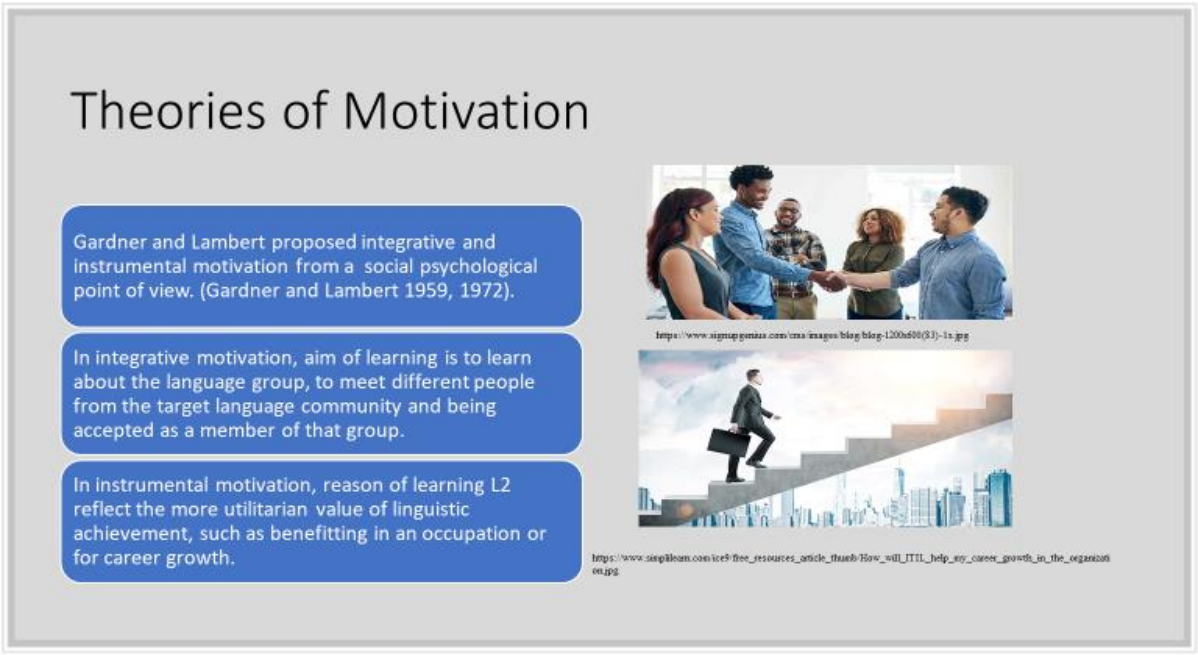

Theories of Motivation
Gardner and Lambert proposed integrative and instrumental motivation from a social psychological point of view. (Gardner and Lambert 1959, 1972).
In integrative motivation, aim of learning is to learn about the language group, to meet different people from the target language community and being accepted as a member of that group.
In instrumental motivation, reason of learning L2 reflect the more utilitarian value of linguistic achievement, such as benefitting in an occupation or for career growth.

Figure 4.3: Gardner and Lambert theory of motivation

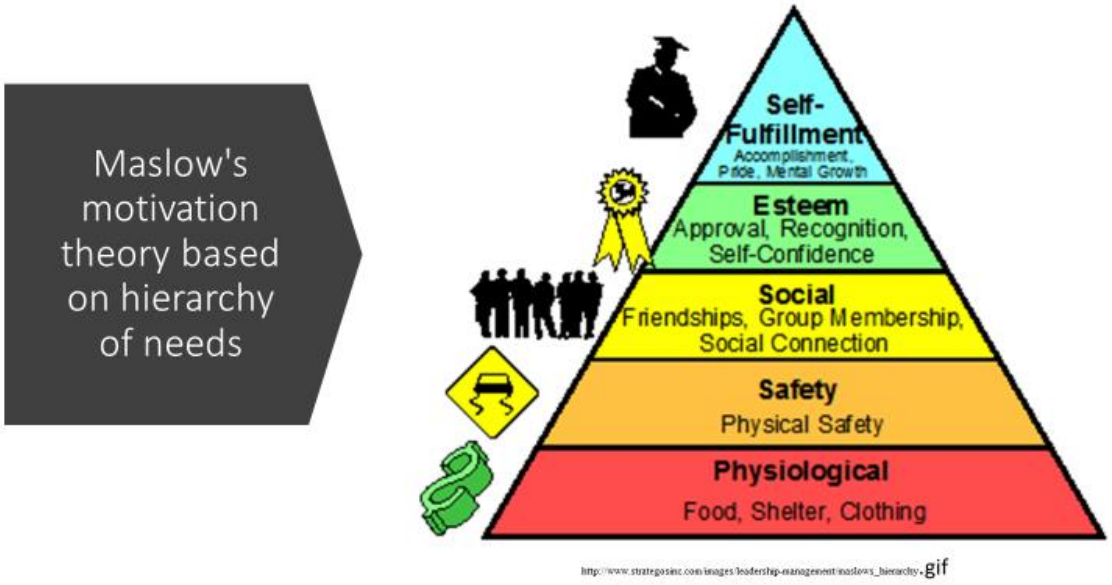


Figure 4.4: Maslow's Motivation Theory

Then I explain Maslow's Motivation Theory to the participants. This theory is important for the participants to understand as it centers around the premise that humans are driven by needs that are hierarchically ranked. For example, to support physiological needs of our students, teachers need to ensure that students have access to water and healthy nutritious snacks. Similarly, to support our student's safety needs, we can keep a check that there is no bullying in the class. To support self-esteem, we can provide positive feedback. It is important to explain the difference among all the needs and how we can fulfill them. Visual examples are provided for better understanding as in Figure 4.4 (See also Appendix A, Slide # 5).

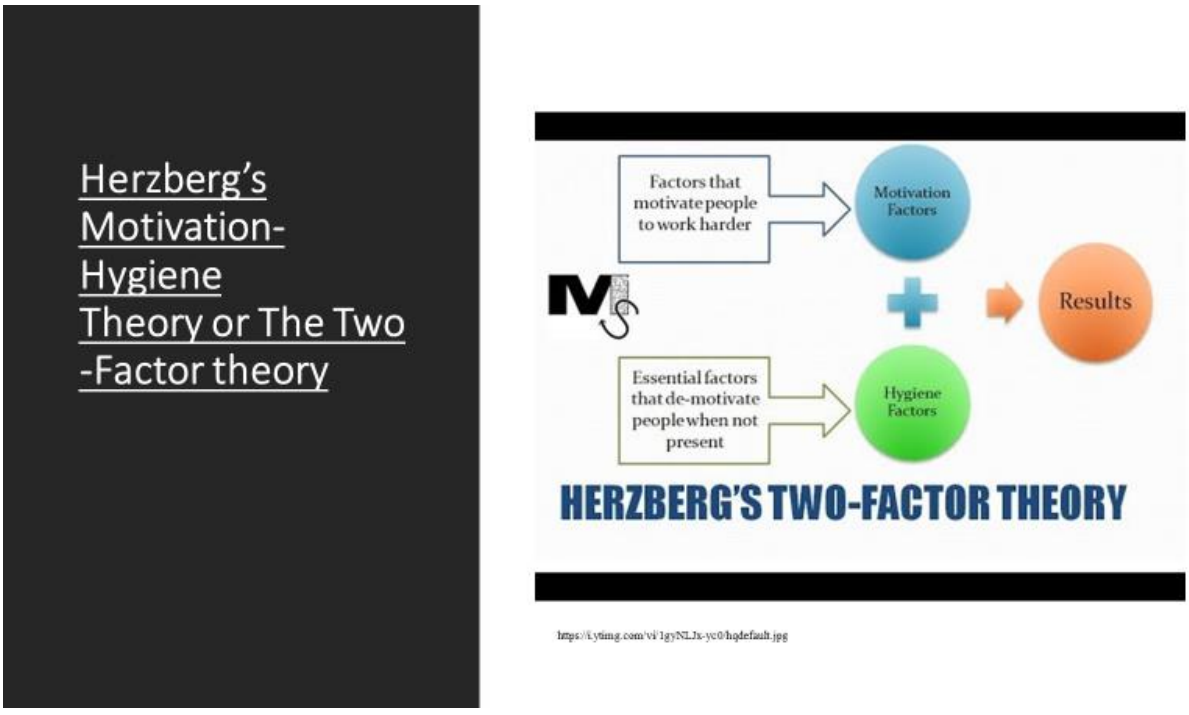

Herzberg's Motivation-Hygiene Theory or The Two -Factor theory
Factors that motivate people to work harder
Motivation Factors
Results
Essential factors that de-motivate people when not present
Hygiene Factors
HERZBERG'S TWO-FACTOR THEORY

Figure 4.5: Herzberg's Motivation theory or the two-factor theory

Furthermore, I explain Herzberg's Motivation Theory to the participants. This theory is based on two factors: hygiene and motivators. Participants need to be aware of motivators and hygiene factors as they deal with students. For example, things that motivate students are praise, engaging activities, audio-visual aids. In terms of hygiene factors, classroom management is perhaps the most significant factor. They need to understand that if they are not able to manage their class well, it can be a big turn off for the most motivated student as well. Visual examples are provided for better understanding as in Figure 4.5 (See also Appendix A, Slide # 6).

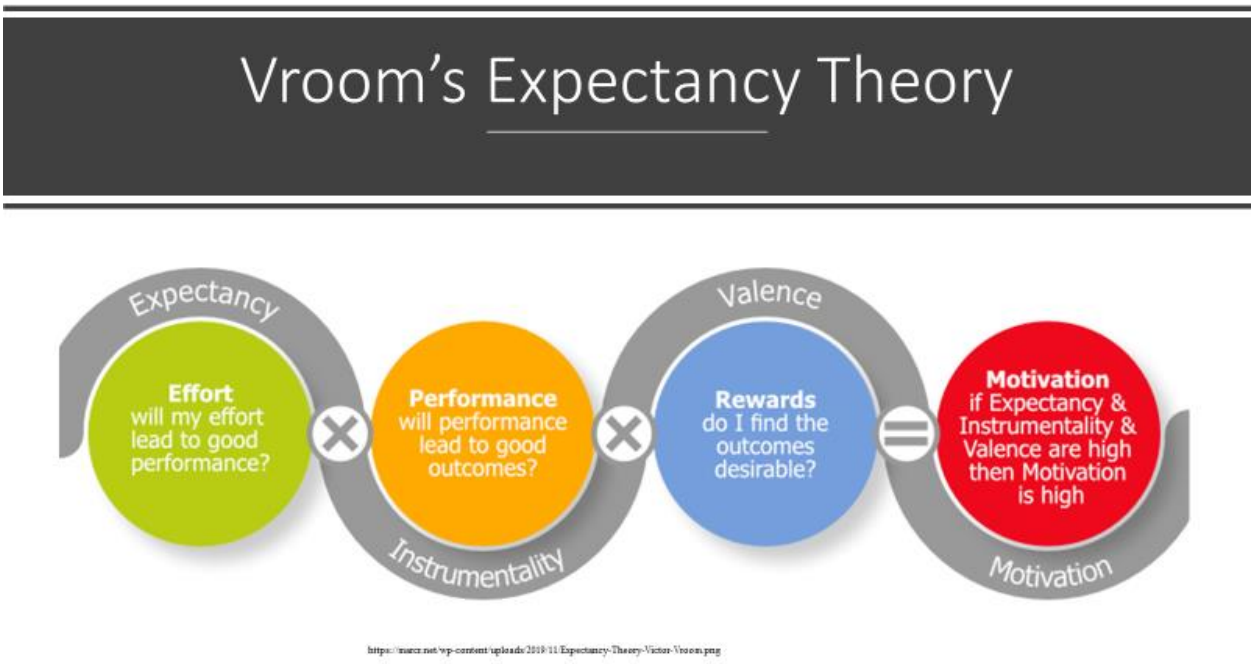


Figure 4.6: Vroom's Expectancy Theory

Here, I explain the Vroom's expectancy theory to the participants and that they need to know the initial expectations and final expectations of the students from each course that they teach. For better understanding, I do an activity where each one of them will be given a slip and

then they will write their expectations from this workshop. Last but not the least, Vygotsky's socio-cultural theory will be explained and how this theory explains the factors that can impact the performance of a student in the class. Visual examples are provided for better understanding as in Figure 4.6 and Figure 4. (See also Appendix A, Slide # 7 and Slide # 8.

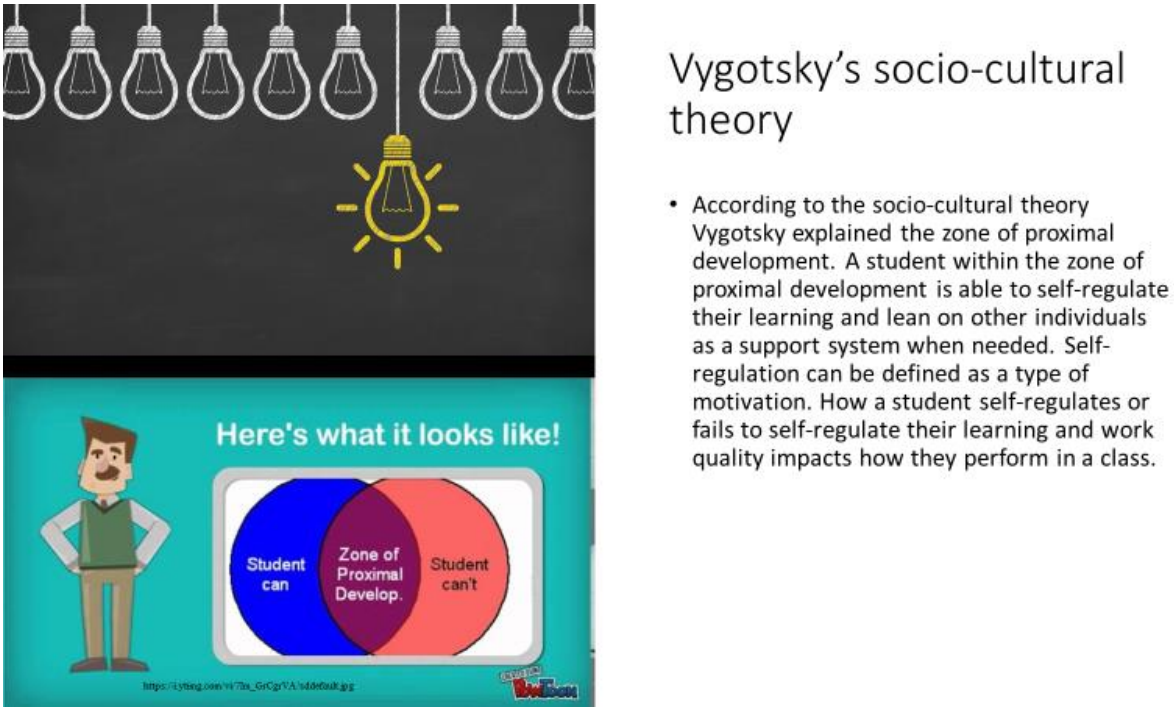

Here's what it looks like!
Student can
Zone of Proximal Develop.
Student can't
Vygotsky's socio-cultural theory
• According to the socio-cultural theory Vygotsky explained the zone of proximal development. A student within the zone of proximal development is able to self-regulate their learning and lean on other individuals as a support system when needed. Self-regulation can be defined as a type of motivation. How a student self-regulates or fails to self-regulate their learning and work quality impacts how they perform in a class.

Figure 4.7 Vygotsky's socio-cultural theory

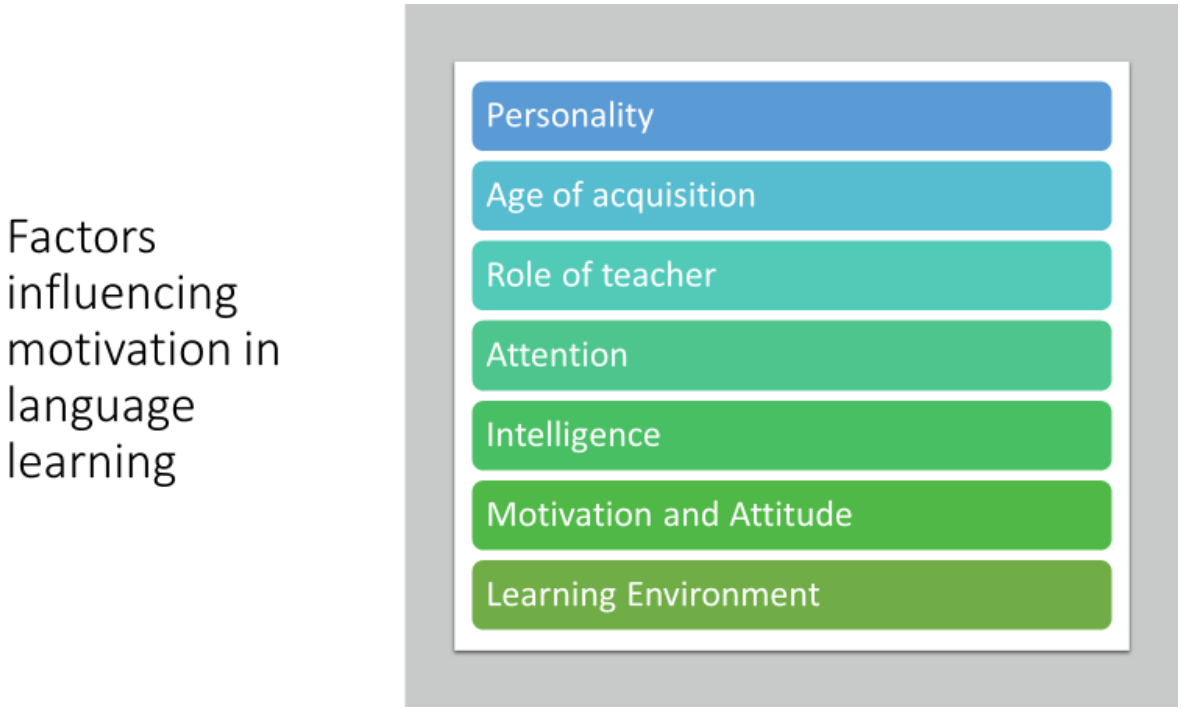


Figure 4.8: Factors influencing motivation in language learning

In this part of the workshop, I discuss and explain various factors which influence motivation in language learning, in detail, to the participants. Examples are given of an introverted student versus an extroverted student. An introverted student might take longer to acquire a language because they are more hesitant to make mistakes. An extroverted student, however, is more likely to try out their newly learned vocabulary. Thus, to ensure that both personalities succeed, it is important for teachers to create an environment where students understand that mistakes are part of the learning process. Similarly, age is another important factor. Though students of all ages can learn a foreign language, the earlier they start learning in their life, the better the proficiency level will be. I share my personal experience of learning the Spanish language. My five-year-old son speaks better Spanish language than I because he started

learning at an early age. Also, teachers must create a warm and protective environment for students to feel secure in the classroom. It is important to understand their background and the culture they follow to avoid any culture shock. Then I explain the rest of the factors mentioned in the PowerPoint slide with some examples. Additionally, participants are asked what one is their most important factor in language learning.

Second Stage:

Turn and Talk: Challenges Involved in Online Classes:

At this point, I do another group discussion activity with the participants. The objective of the turn and talk activity is to offer the participants the chance to discuss their insights regarding the challenges involved with teaching in online classes. They will be asked to share experiences.

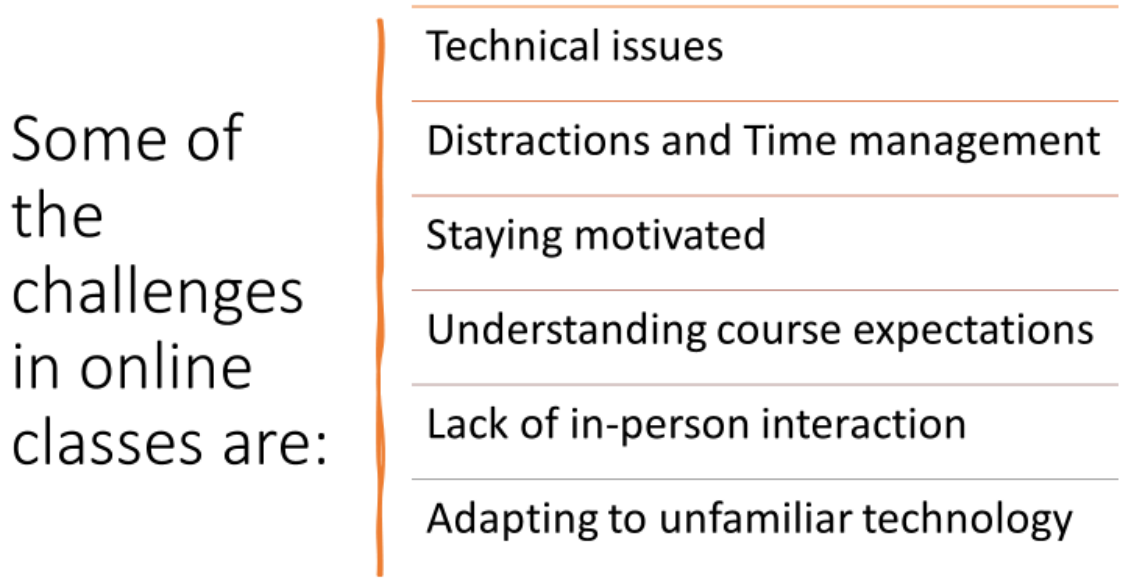


Figure 4.9: Challenges in Online Classes

At this time, I share some more challenges in online classes and how these can be avoided. There can be several issues like poor internet connectivity, issues with computers, distraction at home with having any family member around. Therefore, teachers need to have a planned schedule for students so that it helps in their time management. Keeping the students motivated in online classes can be very challenging. Creating a daily schedule, having weekly follow up, and having a reward system can help in keeping them motivated. Lack of in-person interaction, adapting to unfamiliar technology, understanding course expectations all can be very stressful and cause confusion.

Third Stage:

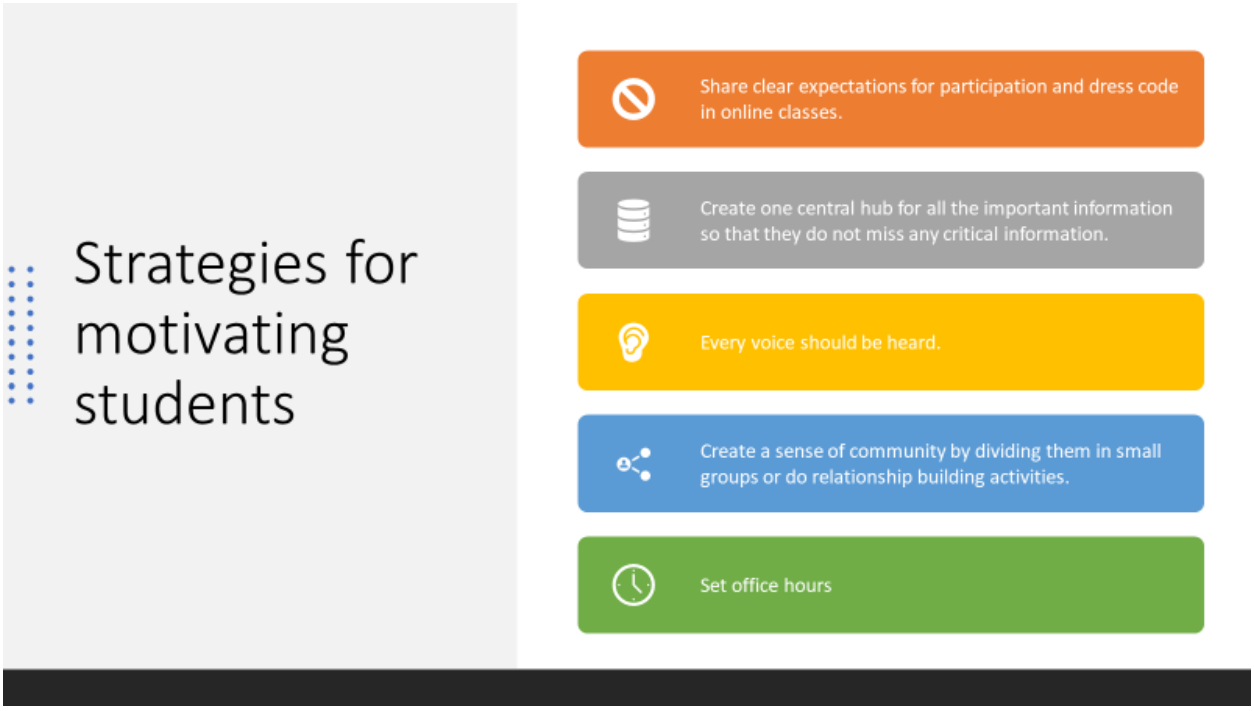

Strategies for motivating students
Share clear expectations for participation and dress code in online classes.
Create one central hub for all the important information so that they do not miss any critical information.
Every voice should be heard.
Create a sense of community by dividing them in small groups or do relationship building activities.
Set office hours

Figure 4.10: Strategies for motivating students

In the third stage, I share some strategies for motivating students in online classes like sharing clear expectations, creating one hub for all the important information, answering queries of each student on time, doing relationship building activities, and sharing office hours to discuss issues and concerns.

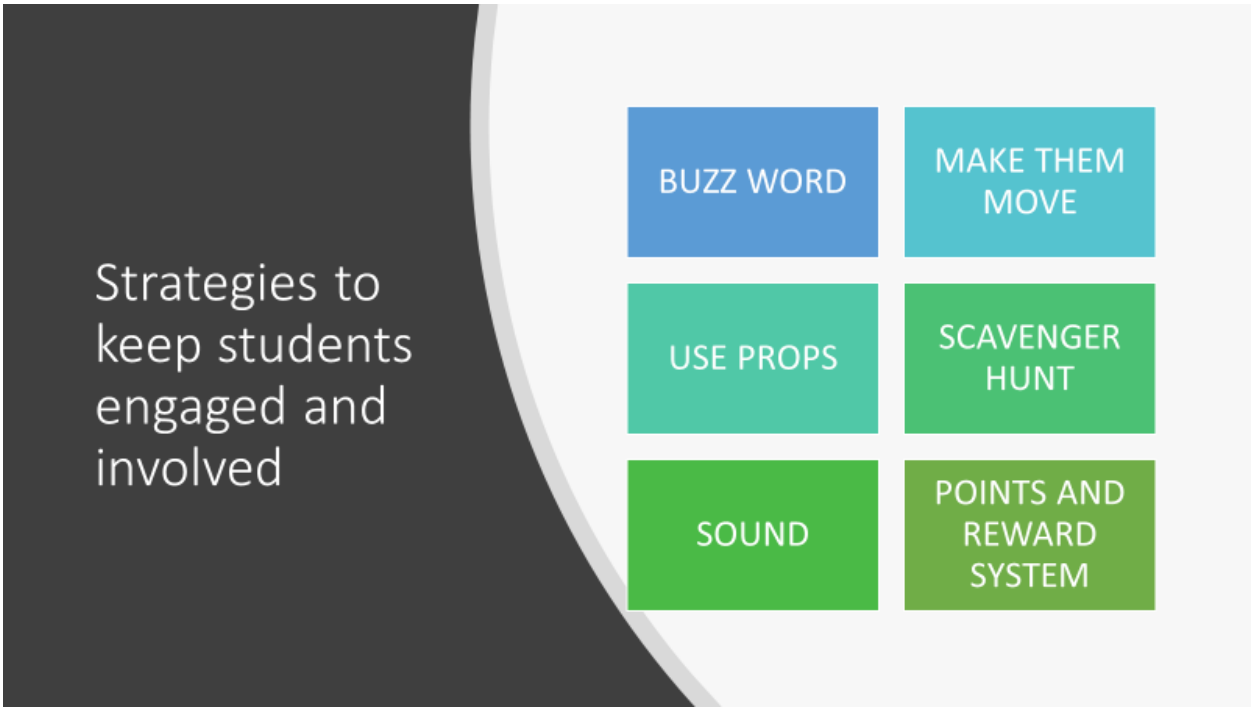


Figure 4.11: Strategies to keep them engaged and involved

Then, I share some additional strategies that can be used to keep students engaged and involved in online classes. Here, some of these activities are done with the participants to give them an idea and understanding of how these small and easy activities can be helpful in keeping the students engaged and involved. Simple activities like making them move, doing a scavenger

hunt where they search things around them related to the topic or making students hear an audio can keep them engaged.

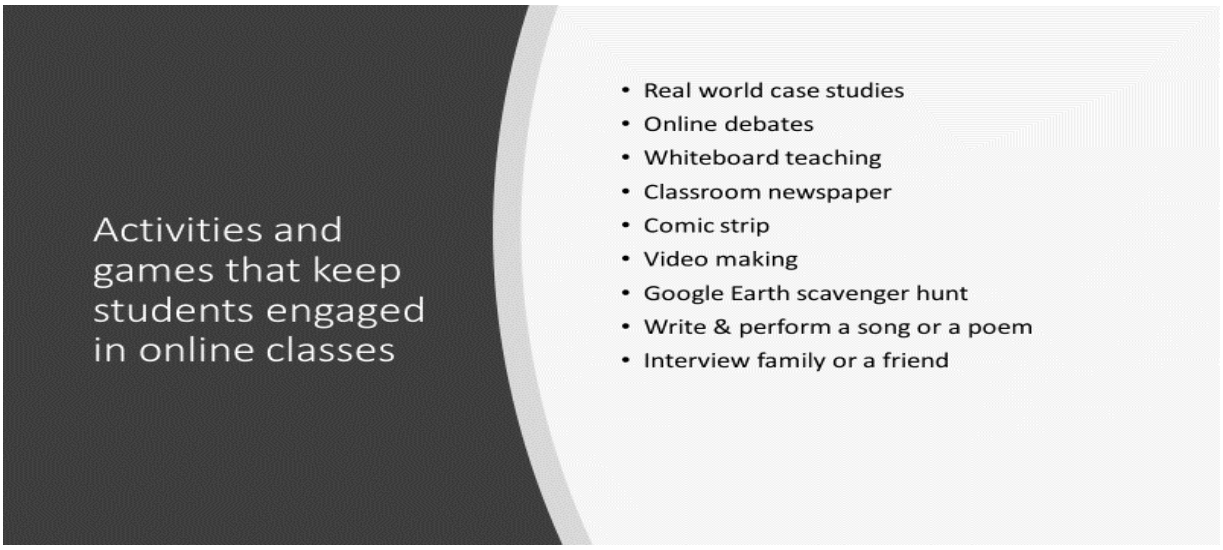

Activities and games that keep students engaged in online classes
Real world case studies
Online debates
Whiteboard teaching
Classroom newspaper
Comic strip
Video making
Google Earth scavenger hunt
Write & perform a song or a poem
Interview family or a friend

Figure 4.12: Activities and games for keeping students engaged in online classes

I also discuss some more activities and games that can help keep students motivated and engaged in online classrooms.

Figure 4.13: Apps that help make online classes more interactive and engaging

In the end, I share some of the applications that can help make online classes more interactive and engaging for the participants.

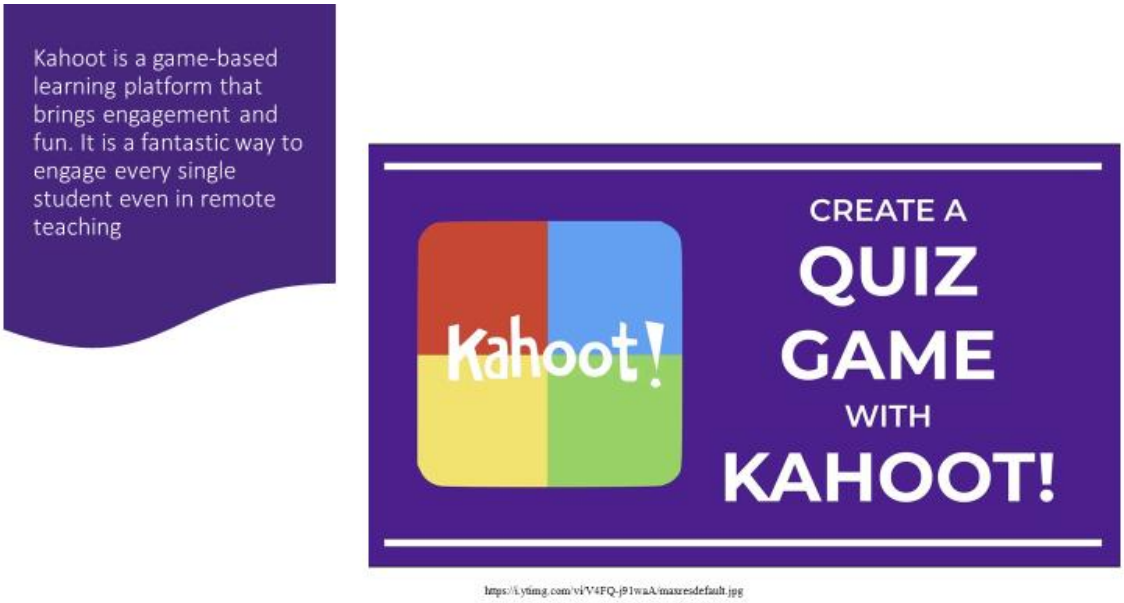

Kahoot is a game-based learning platform that brings engagement and fun. It is a fantastic way to engage every single student even in remote teaching
Kahoot!
CREATE A
QUIZ
GAME
WITH
KAHOOT!

Figure 4.14: Kahoot- game-based learning platform

As a final activity, I practice a short quiz using Kahoot application for the better understanding of the participants.

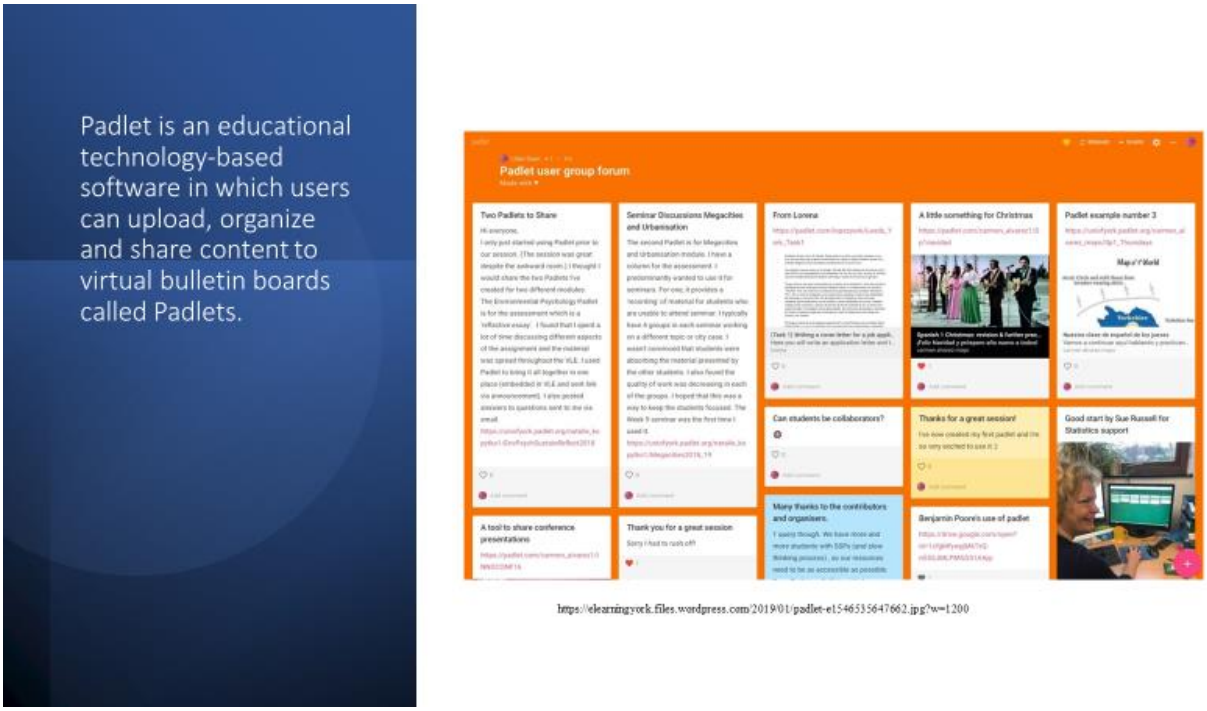

Padlet is an educational technology-based software in which users can upload, organize and share content to virtual bulletin boards called Padlets.
Padlet user group forum
https://elearningyork.files.wordpress.com/2019/01/padlet-e1546535647662.jpg?w=1200

Figure 4.15: Padlet- Educational technology-based software

Here I share information about another very useful educational based application that can be used for virtual group discussions where students can share content on virtual bulletin boards called Padlets.

Conclusion:

While concluding the workshop, the goal is to give the participants time for a final reflection. I invite the participants of the workshop to share their opinion about the workshop, share the best five takeaways from the workshop, and are given an opportunity to ask questions. In the end they fill a feedback form.

Chapter 5 - Conclusion

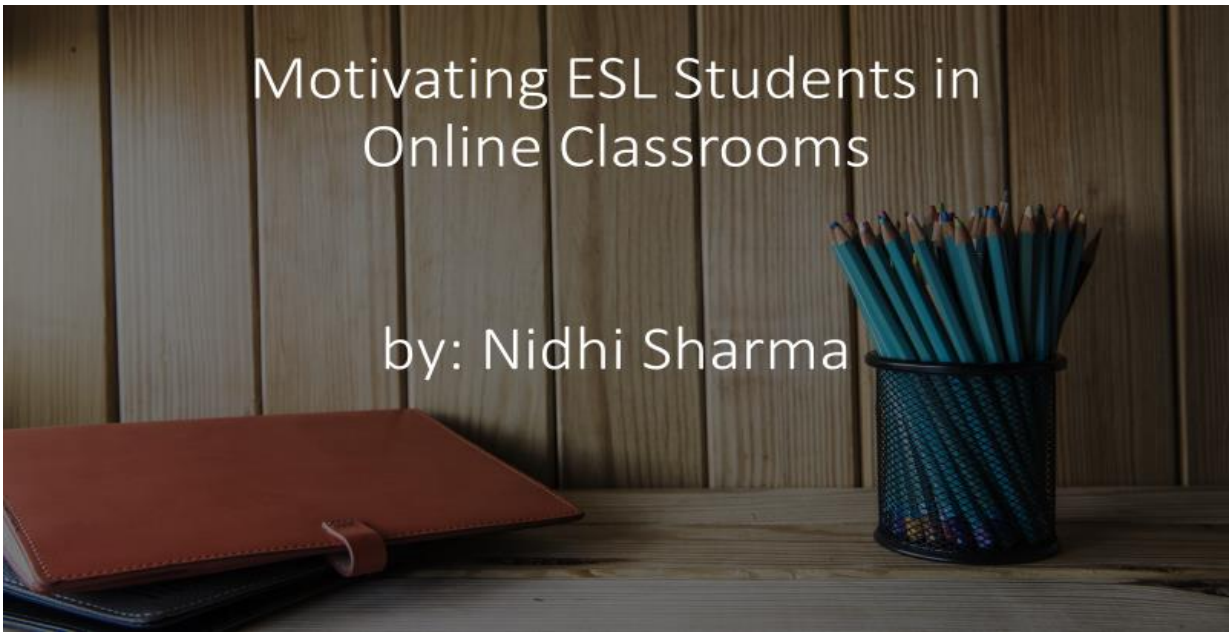
Researching this project helped me understand more of what I saw during my student teaching as a teaching assistant at East Carolina University. We had many international students who came to the United States to learn English as their second language. Initially, we had traditional classroom teaching, but during COVID-19 pandemic all the classes were moved to online teaching. It was a drastic change for all of us. We, as teachers, had to adjust to this new normal and learn about different technology and applications to create lessons plans. We had to learn new ways to deliver our lectures online. In this phase of rapid transformation, we somehow could not focus enough on keeping our students motivated, which resulted in absenteeism and slowly resulted in a lower number of students enrolling in the program. Thus, this project is designed for all the current or future teachers who can take advantage of this research to understand the role of motivation in online classes, the factors influencing motivation, strategies that are available to keep the students engaged, applications that be useful in designing online lesson plans and activities that can help make their lessons more interactive and fun.

The purpose of this workshop is to understand the role of motivation in second language acquisition. My motivation for writing this thesis centered on understanding intrinsic and extrinsic motivation in order to increase student learning and motivation in online classes and provide strategies to enhance their motivation. This paper will benefit students, as well as the teachers who are responsible for instructing these students online. Students will also be able to reflect on what factors motivate them to participate. Teachers will be able to focus on the strategies that they can use to make online classes more interactive and engaging. This project provides valuable details at a comprehensive level,

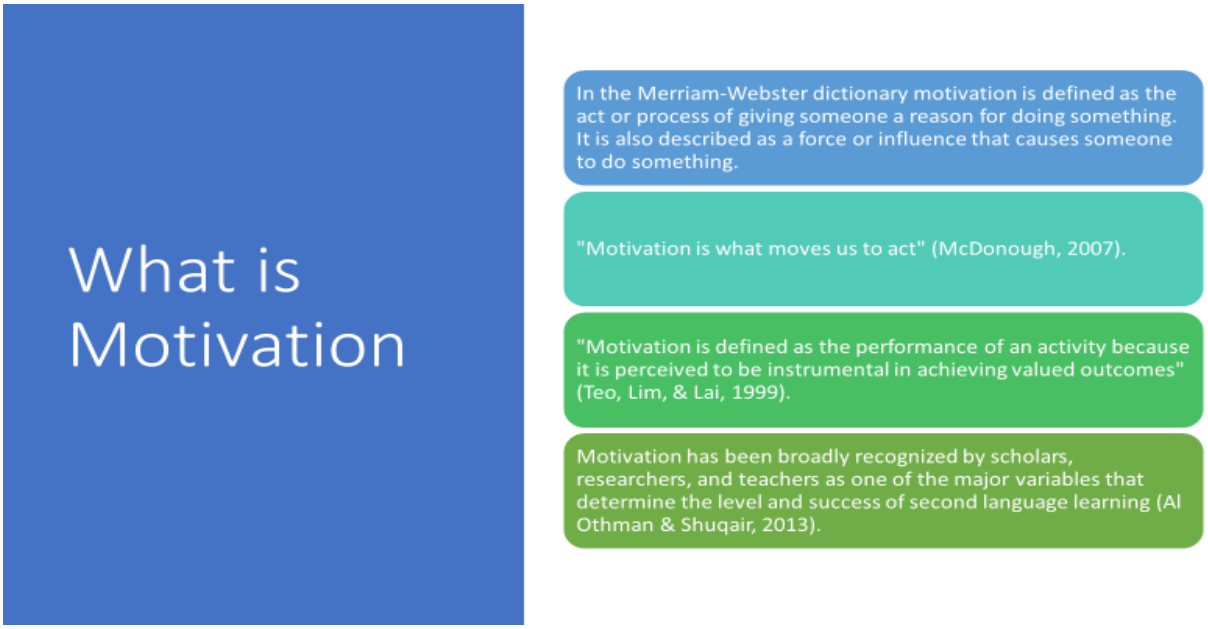
important strategies that can help evaluate skills and motivate each student; usage of these interactive activities will lead to greater student motivation in online classes.

I further hope that this project eases the fears and trepidations that teachers face teaching online and keeps students motivated in every class. I also hope that language learners specifically benefit from this project where they can learn about their motivational level and the various factors influencing them. The strategies, applications and activities mentioned in the project can help teachers create exceptional lesson plans. I would also love to see it presented as introductory training for new TESOL instructors who will be teaching online classes.

Appendix



Slide # 1


What is Motivation
In the Merriam-Webster dictionary motivation is defined as the act or process of giving someone a reason for doing something. It is also described as a force or influence that causes someone to do something.
"Motivation is what moves us to act" (McDonough, 2007).
"Motivation is defined as the performance of an activity because it is perceived to be instrumental in achieving valued outcomes" (Teo, Lim, & Lai, 1999).
Motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning (Al Othman & Shuqair, 2013).

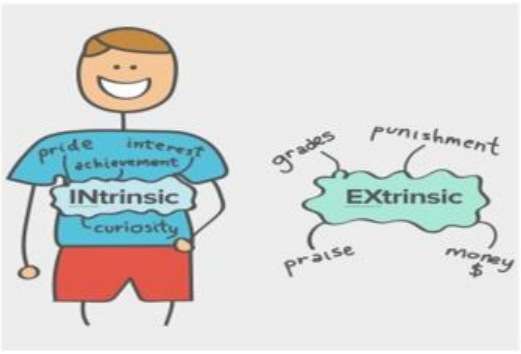
Slide # 2

Kinds of Motivation

Intrinsic Motivation vs Extrinsic Motivation

Deci and Ryan (1985) stated that intrinsic motivation is evident when student's natural curiosity and interest energize their learning. Intrinsic motivation helps individuals to achieve inner goals and satisfaction and it is done to get a feel-good factor and achieve personal goals in life. An example when a student feels proud of completing a project or any given task.

According to (Brown, 2007), extrinsic motivation is the performing task with the purpose of gaining external tangible rewards such as money. Extrinsic motivation is achieved as an external reward system. An example is when a student works hard to get good grades.



https://www.jing.fm/clipimg/full/126-1266183_motivational-clipart-student-interest-intrinsic-and-extrinsic-motivation.png

Slide # 3

Theories of Motivation

Gardner and Lambert proposed integrative and instrumental motivation from a social psychological point of view. (Gardner and Lambert 1959, 1972).

In integrative motivation, aim of learning is to learn about the language group, to meet different people from the target language community and being accepted as a member of that group.

In instrumental motivation, reason of learning L2 reflect the more utilitarian value of linguistic achievement, such as benefitting in an occupation or for career growth.

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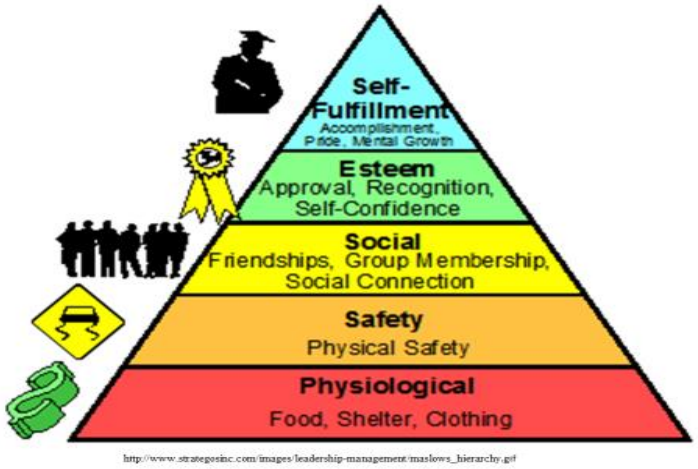
https://www.simplilearn.com/ice9/free_resources_article_thumb/How_will_ITIL_help_my_career_growth_in_the_organization.jpg

Slide # 4

Maslow's motivation theory based on hierarchy of needs



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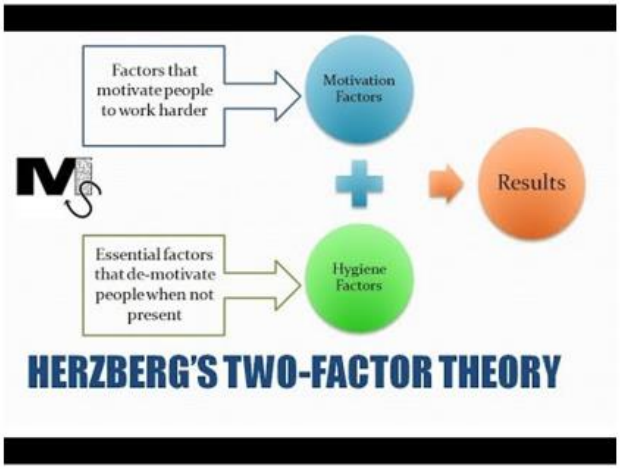
Slide # 5

Herzberg's Motivation-Hygiene Theory or The Two -Factor theory



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Slide # 6

Vroom's Expectancy Theory

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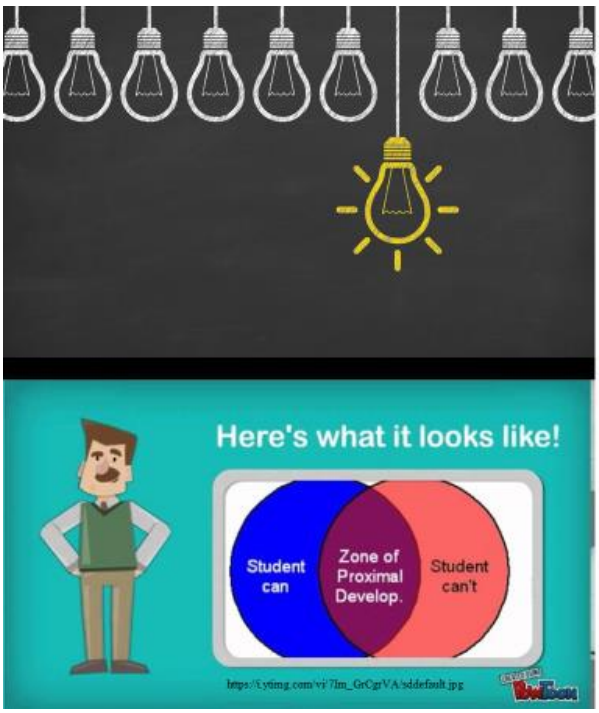
Slide # 7

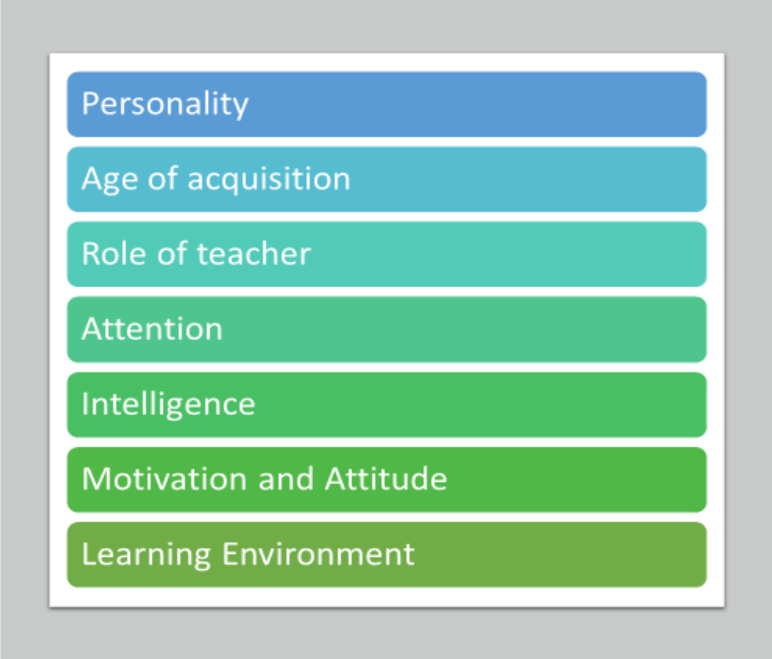


Vygotsky's socio-cultural theory

- According to the socio-cultural theory Vygotsky explained the zone of proximal development. A student within the zone of proximal development is able to self-regulate their learning and lean on other individuals as a support system when needed. Self-regulation can be defined as a type of motivation. How a student self-regulates or fails to self-regulate their learning and work quality impacts how they perform in a class.

Slide # 8

Factors influencing motivation in language learning

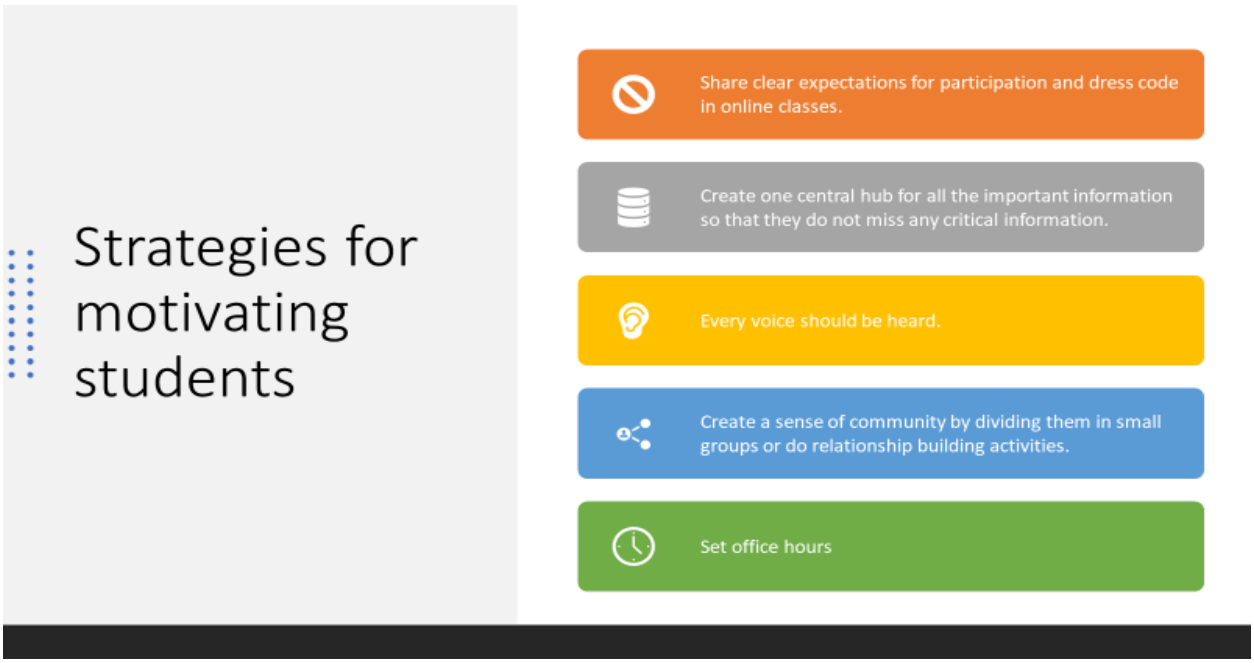


Slide # 9

Some of the challenges in online classes are:

- Technical issues
- Distractions and Time management
- Staying motivated
- Understanding course expectations
- Lack of in-person interaction
- Adapting to unfamiliar technology

Slide # 10


Strategies for motivating students
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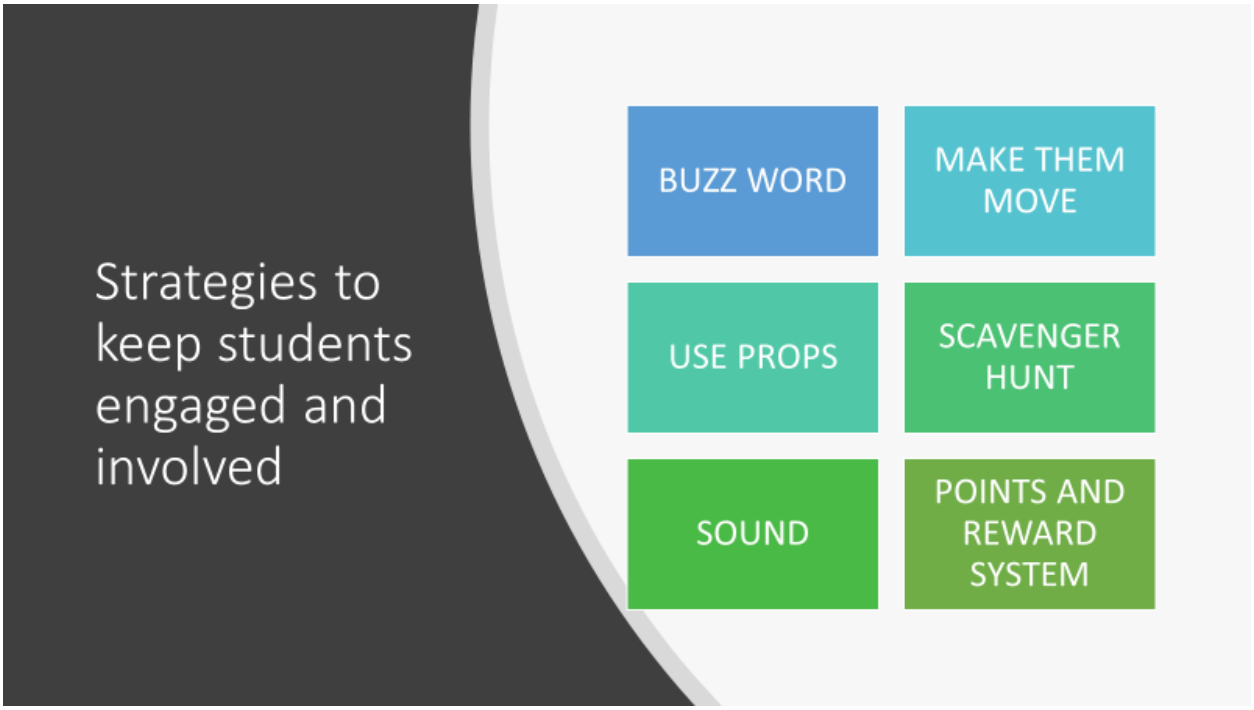
Set office hours

Slide # 11



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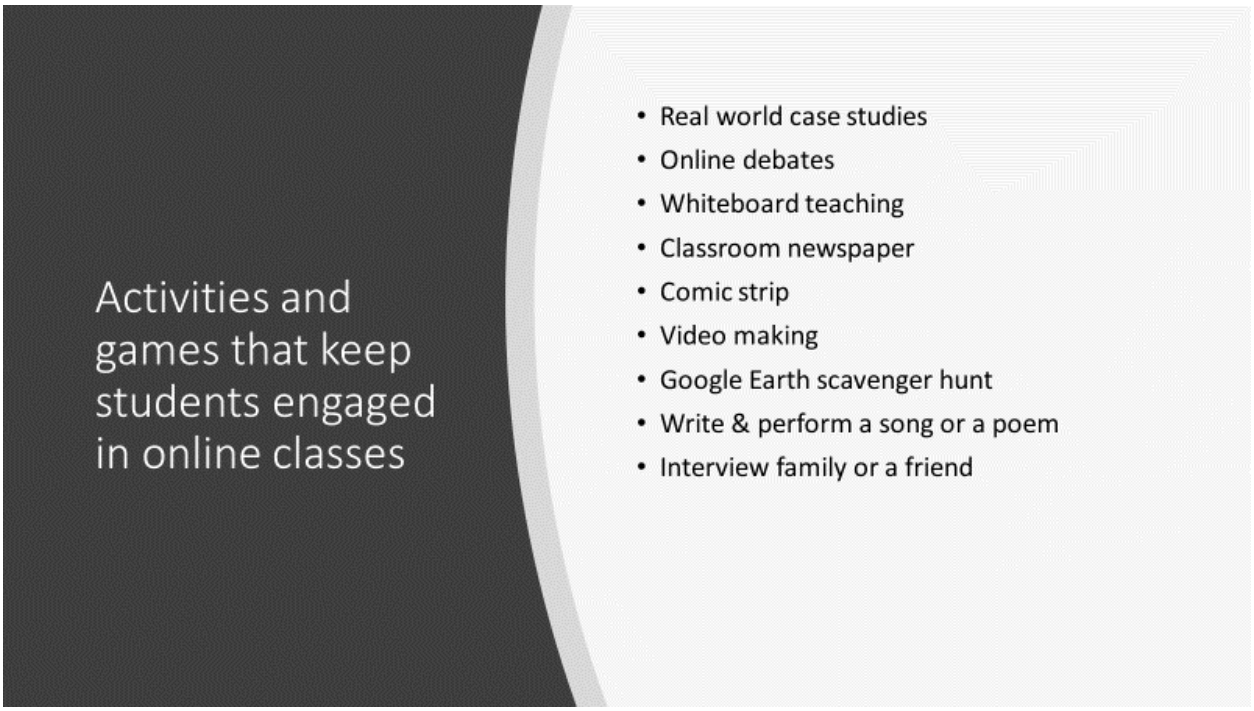

Activities and games that keep students engaged in online classes
Real world case studies
Online debates
Whiteboard teaching
Classroom newspaper
Comic strip
Video making
Google Earth scavenger hunt
Write & perform a song or a poem
Interview family or a friend

Slide # 13

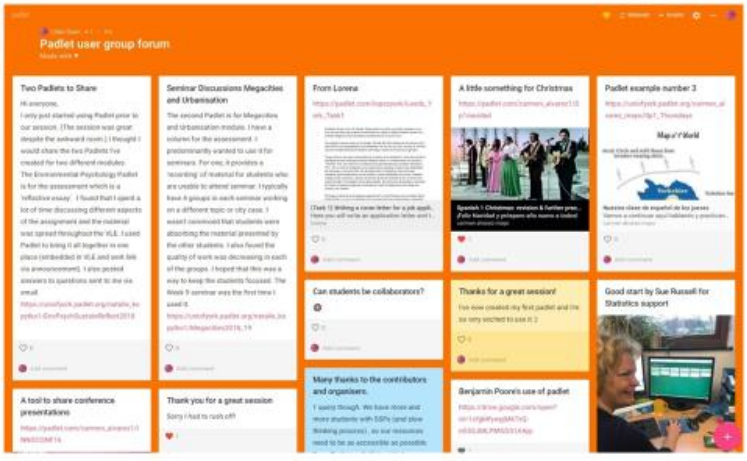
Slide # 14

Kahoot is a game-based learning platform that brings engagement and fun. It is a fantastic way to engage every single student even in remote teaching

https://i.ytimg.com/vi/V4FQ-j91waA/maxresdefault.jpg

Slide # 15

Padlet is an educational technology-based software in which users can upload, organize and share content to virtual bulletin boards called Padlets.


Padlet user group forum
Two Padlets to Share
Seminar Discussions Megacities and Urbanisation
From Lorena
A little something for Christmas
Padlet example number 3
Can students be collaborators?
Thanks for a great session!
Good start by Sue Russell for Statistics support
A tool to share conference presentations
Thank you for a great session
Many thanks to the contributors and organisers.
Benjamin Poonis use of padlet

https://elearningyork.files.wordpress.com/2019/01/padlet-e1546535647662.jpg?w=1200

Slide # 16

Slide # 17

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